### **COMMUNITY ACTION FOR GIRLS EDUCATION**

### **WORLD LEARNING / USAID**

# CAGE PROJECT FINAL EVALUATION 2001-2005

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#### O- SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

#### **Conclusions**

- The four objectives set are met both quantitatively and qualitatively.
- The starting hypothesis of the project, that well stimulated community participation could lead to better results in the promotion of girls education is verified and it is correct. In fact, CAGE project has succeeded in arousing a high community mobilization and a strong commitment of CRL (Local representative Committees) and CCEF with meaningful results in their quantity and quality, in their dimension and depth.
- This ability to stimulate the local/social support and mobilization comes from CAGE approach that is the entire process and steps leading to the set up of CRL and CCEF, the vision analysis and strategies, up to the micro project funding, all this back up with a very good social communication.
- In this process, the set up of CRL and their composition played an important role. Truly the intension is a representative committee. Initially the social communication showed that members would be like pioneers, with no specific advantages, but more sacrifices and a lot of work to do.
- Another factor contributing to the achievement of results is the good immersion and integration of the communities by NGO coordinators.
- However the short duration of the project has not allowed finalising all the necessary bases for a total take over of the initiatives by the communities.

#### Recommendations

To USAID and World Learning

- Continue to support for at least one year the various stakeholders to establish the disengagement plan and round up on-going thoughts for a better appropriation of the project.
- Extend the project activities to other communities with low rate of girls schooling
- Promote CAGE approach in other development projects
- CAGE reflex must be generalized. All the stakeholders must ask themselves CAGE good questions in the spirit of responsibility

What is our vision?

What are the obstacles to that vision?

What are the strategies to remove these obstacles?

• Ensure a larger synergy between USAID funded projects

To the Ministry of Primary and Secondary Education

• Ensure adequate conditions in infrastructure, in teaching aids and staff for the effective reception of the children in schools

#### To grassroots stakeholders

• Ensure the implementation for the disengagement and round up on-going thoughts and strategies for appropriation by the local government of the experience of the project

#### To NGOs

• Ensure a minimum monitoring and support/counsel to grassroots stakeholders.

#### I- BACKGROUNG

Community Action for Girls Education (CAGE) is a four-year project funded by USAID and managed by World Learning which objective is to promote girls' education in schools at the rural areas by stimulating community participation in children Education

The support came through social mobilization, training and small grants initiatives to motivate and support girls' promotion in schools

Since June 2001, WL (World Learning) has supported, promoted and monitored three NGO implementing the project in 91 communities in Atakora, Alibori, Zou, Couffo and Mono Departments. These NGO are: GRAPAD (Groupe de Recherche et d'Action pour la Promotion de l'Agriculture et du Développement), MJCD (Mutuelle des Jeunes Chrétiens pour le Développement), and CERABE (Centre de Recherche et d'Action pour le Bien-être et la Sauvegarde de l'Environnement).

CAGE interventions are based on the hypothesis that community participation enables larger success, in access, maintenance and girls' promotion in schools.

#### II – OBJECTIVES AND METHODOLOGY

#### II-1. Objectives

Based on the above-mentioned hypothesis, the evaluation aims at determining the level of the achievement of the following objectives.

- 1. Access: increase girls' registration to 50% during the duration of project.
- 2. Punctuality: reduce girls drop out by 30% during the duration of the project.
- 3. Promotion: Increase by 50% girls' promotion rate during the duration of the project.
- 4. Community participation: At least 50% of the households are engaged in action or adopt behaviours encouraging the promotion of girls' education.

#### The intention is to:

- ✓ Compare obtained results to the results set.
- ✓ State reasons why objectives are attained
- ✓ Explain why objectives are not attained if that is the case
- ✓ Prove why behaviour change and capacity building have helped in removing obstacles to girls schooling.

#### II-2. Methodology

To carry out evaluation a five-phase methodology approach described below is followed

- ✓ Preparatory phase
- ✓ Field data collection phase
- ✓ Data processing and data analysis phase
- ✓ First restitution draft phase
- ✓ Final report development phase

#### II-2.1. Preparatory phase

The Preparatory phase is based on the whole activities carried out before the data collection phase: preparatory meeting with projects officials at various levels, documentary review, sampling, and development of data collecting tools.

Working sessions with the project officials enabled to have the same understanding of the terms of reference, to discuss about the sampling criteria and to adopt activities planning. The different documents available were given to the evaluation team at each occasion.

#### II-2.1.1 Documentary review

The documentary fund helped to record provisional data, analyse the level of implementation, to determine the content of the data collection tools in order to verify and detail preliminary information and hypotheses resulting from the documentary review

#### II-2.1.2. Meeting with the experimental committee

During this meeting, the evaluation team talked on the research procedure, which was mainly on the evaluation objectives, the lines of evaluation and the program of the mission. Participants' amendments and contributions enabled to improve the research procedures.

#### II-2.1.3. Sampling

A total of 10 CAGE and 3 non- CAGE community: neighbouring were sampled. The choice of communities was based on the reasoned sampling method. The criteria used were:

- Coverage of all the intervention local governments
- Visits to the various initiatives (diversification of the type of initiatives to be visited
- Take into consideration all the stakeholders

#### Breakdown of the sample.

| Local      | CAGE Communities interviewed        | Non-CAGE      |
|------------|-------------------------------------|---------------|
|            | CAGE Communices interviewed         |               |
| government |                                     | Community     |
| Bopa       | Tokpé                               |               |
|            | (Hounvè, Kpindji/queelques acteurs) |               |
| Aplahoué   | Zondogahoué                         |               |
|            | Lagbavé                             |               |
| Zagnanado  | Dohounmè                            | - Dovi-Zounou |
|            |                                     | - Tan         |
| Ouinhi     | Bossa                               |               |
| Boukoumbé  | Manta                               |               |
|            | Kouprgou                            |               |
| Kérou      | Ouoré                               |               |
| Banikoara  | Bonhanrou                           | Iboto         |
| Karimama   | Banikari                            |               |

#### II-2.2. Field phase

The field team is made of 6 persons shared into 2 sub-teams. Each sub-team led by a permanent consultant surveyed a community per day. It was to conduct discussion with CRL, CCEF community authorities, teachers, students, households and resource persons (Rf. Annex the data collection procedures). This team in its mission was supported by a MEPS representative especially girls schooling promotion head.

#### II-2.3. Data processing and data analysis phase

Data collected on the field were assessed and classified according to sub-themes based on objectives grouped in research questions. They were later divided into categories of responses presenting similar features before analysis. This gave room for a provisional report given to experimental committee to have amendments and contributions for improvement.

## III – DIFFICULTIES ENCOUNTERRED BY THE EVALUATION COMMITTEE

The first main obstacle of the evaluation is the non-reliability and non- availability of school statistic data. It is a national issue, but unfortunately the verification of the first three objectives achievement of the project in terms of figures depends on schools statistics. However the project was able to set up a data basis that enabled to make necessary analysis. Moreover above the size of the project results (figures) the depth of the results (qualitative aspects) is necessary for an experimental project based on new approach. This reduces the shortcomings of the new statistics on schools.

- The second obstacle is the short duration of the evaluation, which did not allow to pay visit to a great number of stakeholders.

#### IV – RESULTS OF THE EVALUATION

#### IV-1. LEVEL OF ACHIEVEMENT OF RESULT AND OBJECTIVES

#### IV-1.1. Increased rate if girls' registration

#### Conclusion

The registration rate of girls had highly increased during the duration of the project in all the sites of the project.

#### Reasons

In fact, the available data base analysis of the project on schools variables showed that 6153 girls had access to schools in 2000-2001 academic session as against 10275 girls in 2003-2004 (increase of 67%) of girls access to schools.

This access increased along the year as shown the table and the graph below.

#### **EVOLUTION OF GIRLS ACCESS TO CAGE SCHOOLS**

|           | Baniko<br>ara | Karim<br>ama | Boukoum<br>bé | Kérou | Zangna<br>nado | Ouinhi | Aplahoué | Bopa | Cum.  |
|-----------|---------------|--------------|---------------|-------|----------------|--------|----------|------|-------|
| 2000-2001 | 244           | 172          | 583           | 146   | 1147           | 257    | 2147     | 1457 | 6153  |
| 2001-2002 | 356           | 215          | 607           | 627   | 1149           | 437    | 2427     | 1865 | 7683  |
| 2002-2003 | 396           | 300          | 827           | 911   | 1363           | 559    | 2957     | 2249 | 9562  |
| 2003-2004 | 512           | 342          | 1.127         | 839   | 1356           | 501    | 3176     | 2422 | 10275 |

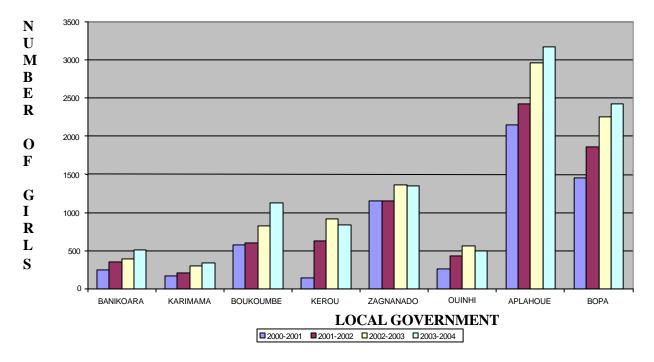
Source: CAGE database

| EVOLUTION OF | CIDI C ACCECC  | RATE COMPARED | TO 2000 2001                            |
|--------------|----------------|---------------|---|
|              | LIINIA) ALLLAM | RAID CONFARDA | , |

|           | Baniko<br>ara | Karim<br>ama | Boukoum<br>bé | Kérou | Zangna<br>nado | Ouinhi | Aplahoué | Bopa | Cum. |
|-----------|---------------|--------------|---------------|-------|----------------|--------|----------|------|------|
| 2000-2001 |               |              |               |       |                |        |          |      |      |
| 2001-2002 | 46%           | 25%          | 4%            | 329%  | 0%             | 70%    | 13%      | 28%  | 25%  |
| 2002-2003 | 62%           | 74%          | 42%           | 524%  | 19%            | 118%   | 38%      | 54%  | 55%  |
| 2003-2004 | 110%          | 99%          | 93%           | 475%  | 18%            | 95%    | 48%      | 66%  | 67%  |

Source: CAGE database

#### **EVOLUTION OF GIRLS ACCESS TO CAGE SCHOOLS**



Moreover an analysis of registration to primary I class shows an increase of more than 60% in the registration rate between 2000-2001 and 2003-2004 academic sessions. In fact girls enrolment in primary I rose from 1643 in 2000-2001 to 3085 in 2003-2004

As such the registration rate in 2000-2001 (Ti) and that of 2003-2004 (T4) is shown as follows:

T1 = 1643/Ps1 with Ps1 as population able to attend Primary I in 2000

T4 = 3085/Ps4 as population able to attend Primary I in 2003

The variation rate of the registration rate between 2000 and 2004 is equal to (T4-T1) / T1

Even with the hypothesis that the population able to attend school increase by 15% within the period (the population growth in Benin is 3.2) we arrive at 63% rate of growth of the registration rate.

This improvement is the fruit of various initiatives taken by different stakeholders on the field. We have about fifteen types of initiatives encouraging girls' registration to schools. Among the most important ones are:

- Social communication on schooling carried out in all the 91 communities, through local radio programs, village meetings at public places, door to door pre-school resumption activities by the CRL (all the 91 CRL)
- The creation of community schools (13 were created)
- Building classrooms in community schools (12 classrooms built)
- Successful negotiation to have annual recruitment instead of bi-annual recruitment (17 schools concerned)
- Put in place micro credits to support parents Teachers Association General Assembly.
- Creation of schools canteens
- Appointment of community teachers
- Boat purchase

These data were confirmed on the field during some interviews with different stakeholders. As such all the communities met, to day almost every body understands the importance of sending girls to school.

In their saying: "Even after the departure of CAGE it will remain in our lead that sending girls to school is very important". Tokpoe CRL in Bopa local government. The head teacher of Bossa School in OUINHI reported to be going from house in 1995 asking parents to send their children including girls to school, without much success. "Since the arrival of the project I find it difficult to manage the crowd of pupils of both sex".

From elder KOGLOE of Dabohoué in Aplahoué point of view «If I should die today, I will beg death to spare my life to see what my girls in schools will become. We were in darkness, today thanks to Halima (MJCD coordinator), we are enlightened. I will send all my children, male and female, to school».

According to Karimama Local Government Administrator "In Loumbou-Loumbou, three years ago, there were only five (05) girls in the school, today there are thirty (30) of them. There is an improvement; the populations begin to understand"

Information collected from schools also shows increase in the rate of girls in schools, as indicated by the table below.

Classes enrolment in MANTA/A, OUORE, KOUPOURGOU schools Community classes within LAGBAVE GPS, LAGBAVE Community school 2004-2005 academic session.

| CLASSE | ENROLMENT |     |      |  |  |
|--------|-----------|-----|------|--|--|
|        | В         | G   | T    |  |  |
| PRY1   | 198       | 218 | 416  |  |  |
| PRY2   | 148       | 126 | 274  |  |  |
| PRY3   | 109       | 97  | 206  |  |  |
| PRY4   | 76        | 48  | 126  |  |  |
| PRY5   | 108       | 54  | 162  |  |  |
| PRY6   | 119       | 35  | 154  |  |  |
| TOTAL  | 758       | 578 | 1336 |  |  |

According to the teachers of those schools, girls representativeness from Primary I to Primary IV is the fruit of CAGE actions that started four years ago.

#### IV 1.2. Increase rate of keeping girls in school.

#### **Conclusion**

We record significant reduction of withdrawal thanks to CAGE.

Girls registered in the project partner schools and carry on their studies smoothly.

#### **Explanation**

According to school statistics girls withdrawal rate was reduced by 71/% going from 36% in 2000-2001 to about 11% in 2003-2004 as shown in the table below.

#### Number of girls withdrawal in CAGE schools

|           | Baniko | Karim | Boukoum | Kérou | Zangna | Ouinhi | Aplahoué  | Bopa      | Cum. |
|-----------|--------|-------|---------|-------|--------|--------|-----------|-----------|------|
|           | ara    | ama   | bé      |       | nado   |        |           |           |      |
| 2000-2001 | 88     | 52    | 198     | 44    | 470    | 62     | Non       | Non       | 914  |
|           |        |       |         |       |        |        | available | available |      |
| 2001-2002 | 167    | 65    | 182     | 207   | 494    | 122    | Non       | Non       | 1237 |
|           |        |       |         |       |        |        | available | available |      |
| 2002-2003 | 12     | 21    | 116     | 46    | 109    | 84     | Non       | Non       | 388  |
|           |        |       |         |       |        |        | available | available |      |
| 2003-2004 | 50     | 51    | 142     | 33    | 141    | 70     | 265       | 297       | 1049 |

Source: CAGE data base and CAGE presentation document (February 2005)

#### Evolution of the rate of girls withdrawal in CAGE schools

|           | Baniko | Karim | Boukoum | Kérou | Zangna | Ouinhi | Aplahoué | Bopa | Cum.    |
|-----------|--------|-------|---------|-------|--------|--------|----------|------|---------|
|           | ara    | ama   | bé      |       | nado   |        |          |      |         |
| 2000-2001 | 36%    | 30%   | 34%     | 30%   | 41%    | 24%    |          |      | 36%     |
| 2001-2002 | 47%    | 30%   | 30%     | 33%   | 43%    | 28%    |          |      | 36%     |
| 2002-2003 | 3%     | 7%    | 14%     | 5%    | 8%     | 15%    |          |      | 9%      |
| 2003-2004 | 10%    | 15%   | 13%     | 4%    | 10%    | 14%    | 8%       | 12%  | 10.21%* |

\*10.41% sans Aplahoué et Bopa

Source: CAGE data base and CAGE presentation document (February 2005)

As shown by the tables, out of a total access of 2549 girls (excluding Aplahoué and Bopa) 914 withdrew in 2000-2001 session, a rate of 36% withdrawal. In 2003/2004 we recorded 1049 cases of withdrawals in a total of 10275 access a withdrawal rate of 10.2%.

On the field in all the schools visited head teacher made statement like: "We started with very few girls and they were withdrawn before they got to Primary 4 or Primary 6. Now, with CAGE boys-girls ratio is maintained». And at times we have more girls than boys as indicated in the tables.

In fact we notice a sort of stability and a high representativeness of girls in Primary 1, Primary 2, Primary 3 and Primary 4. That constitutes the generations with which the project started.

Withdrawal in MANTA/A, OUORE, KOUPOURGOU and DOUHOUNME. schools Community classes within LAGBAVE GPS, LAGBAVE Community school 2004-2005 academic session.

| CLASSE | WITHDRAWAL |    |    |  |  |  |
|--------|------------|----|----|--|--|--|
|        | В          | G  | T  |  |  |  |
| PRY1   | 11         | 14 | 25 |  |  |  |
| PRY2   | 3          | 3  | 6  |  |  |  |
| PRY3   | 0          | 0  | 0  |  |  |  |
| PRY4   | 0          | 0  | 0  |  |  |  |
| PRY5   | 0          | 0  | 0  |  |  |  |
| PRY6   | 9          | 1  | 10 |  |  |  |
| TOTAL  | 23         | 18 | 41 |  |  |  |

There are about ten (10) types of initiatives taken by the communities to ensure maintaining girls in school; some of them are:

- Creation of self managed community canteens (17 created)
- Recuperation and registration or continuation of studies for girls that are victims of traffic, withdrawal or compulsory or premature marriage (35 girls recuperated)
- Taken measures to reprehend compulsory marriage (07)
- Put in place children Monitoring committee. (Female pupil committee, women or CLR members committee)
- Successful negotiation for PAPME loans to support parent Teachers Association General Assemblies.
- Creation of solidarity account.
- Boat purchase
- Some girls spent holidays with model mothers.

According to the populations interviewed, it is through CAGE that they know that they also have a role to play in monitoring children in schools.

In hounvè community at Bopa girls interviewed revealed that CLR check their presence at school regularly and encourage them to go further. AS if to encourage the CLR, 21 girls occupied the first position in 2003 – 2004. Ten girls who won award testified that their parents send them to schools thanks to CAGE.

Minister Léa HOUNKPE constitutes for the parents the model within the environment.

#### In Boukoumbé

Through the work of CAGE on the field, girls are aware of the need to attend school and many of them report to the security forces or other reception institutions seeking protection against compulsory marriage. Miss Solange ZAMBOA is an example. She is now learning sewing at Tabaaku Orphanage. Reverend sisters Juline Pascal KOUTON and Madeleine ZOUMAROU narrated to the evaluation team how Miss solange got to them and three other girls who ran away in the same conditions. Solange is proud to be kept and admitted that her future is guaranteed. Albertine is a girl who registered herself to school with her own effort. Taken away to Nigeria, the security forces of the environment came in and got her back. Today she is in Primary 5

#### IV – 1.3 Increase in the rate of girls' promotion

#### Conclusion

Improvement in girls' performance but there is need for more effort.

#### **Explanation**

According to school statistics girls admission rate was 39% in 2000-2001 academic session. This rate went to 69% in 2003-2004 academic session an increase of 76%

#### Girls Promotion Evolution in CAGE schools

|           | Banikoara | Karimama | Boukoumbé | Kérou | Zagnanado | Ouinhi | Aplahoué | Вора | Cum. |
|-----------|-----------|----------|-----------|-------|-----------|--------|----------|------|------|
| 2000-2001 | 153       | 78       | 266       | 83    | 748       | 191    |          | 889  | 2408 |
| 2001-2002 | 260       | 144      | 306       | 368   | 792       | 312    | 1600     | 1260 | 5042 |
| 2002-2003 | 266       | 164      | 372       | 402   | 888       | 362    | 1948     | 1207 | 5609 |
| 2003-2004 | 341       | 217      | 726       | 530   | 930       | 365    | 2357     | 1615 | 7081 |

Source: CAGE database

#### **Evolution of the rate of girls promotion in CAGE schools**

|           | Banikoa |          |           |       | Zagnanad |        |          |      |      |
|-----------|---------|----------|-----------|-------|----------|--------|----------|------|------|
|           | ra      | Karimama | Boukoumbé | Kérou | О        | Ouinhi | Aplahoué | Вора | Cum. |
| 2000-2001 | 63%     | 45%      | 46%       | 57%   | 65%      | 74%    |          | 61%  | 39%  |
| 2001-2002 | 73%     | 67%      | 50%       | 59%   | 69%      | 71%    | 66%      | 68%  | 66%  |
| 2002-2003 | 67%     | 55%      | 45%       | 44%   | 65%      | 65%    | 66%      | 54%  | 59%  |
| 2003-2004 | 67%     | 63%      | 64%       | 63%   | 69%      | 73%    | 74%      | 67%  | 69%  |

Source: CAGE database

As noticed out of the total of 6153 accesses in 2000-2001, we recorded 2408 admission that is a promotion rate of 39% as against 69% in2003-2004 with 7081 admission out of the total access of 10275

On the field Dohounmè Primary school head teacher in Zangnanado local government summed up the situation in these terms: "Now we can talk of performance". In fact we notice an improvement in the rate of girls promotion. There were many testimonies at the schools and communities visited to justify the situation. In Bonhanrou School the Head teacher declared that all the eighty nine (89) girls registered the previous years were all promoted to the next class. Generally girls work as much as boys, at times better. At Ouore, Kerou local government, teachers and CLR members are unanimous to admit that there are practically no more failure and withdrawal in the school. Mama Bake Sofo in Primary 4 often occupies the first position in her class.

To answer question put before him on his pupil's performance, Mr Basil BOTRE Coffi a professional teacher handling Primary 5 (Bopa), asked the best five (05) pupils to stand up. Out if the five, there was only one (01) boy who occupied the fourth (4<sup>th</sup>) position.

According to Zangnanado, «Now the communities have their eyes on the girls they send to school, and that contributes a lot to their performance»

In 2003 – 2004 it was a girl from Bamè school (CAGE School) who came first.

This improvement in girls' performance is the result of initiatives taken by the communities, initiatives such as:

- Creation of spaces for studies (188 spaces created) and lesson to build the capacities of the weak students
- Prize award to the best girls
- Girls monitoring at home
- Parents visit to teachers for the children monitoring
- Sale of books and stationery at cheap price
- Making declaring of age document
- Building accommodation for teachers (5 accommodations)
- Water conveyance

#### At Bopa

CLR have established encouragement prize to the best girls. They are in permanent contact with teachers to know weak pupils and take necessary corrective measures CLR also monitored the study spaces and they negotiated with teachers the effective coaching of the children. They make declaration of age for children whose parents are very poor. They do prefinancing at time to run schools. Some give themselves the title of honorary chairman to encourage the sons of soil to invest in children education. Mr. Olympe GLAGO is an example.

#### Difficulties and limits of these initiative

CAGE road toward the achievement of results is confronted with a less encouraging school environment school lack of capacities to receive, both in infrastructures and teaching staff. Strikes, shortcomings in the quality of education, numerous and high financial contributions requested from parents etc. continue to weigh down efforts made by CLR. Populations tell us: «Look at your school, there is no infrastructure, no teachers, scorpions sting children... we want to do better but those are the facts» stated Banikani CLR in Karimama. An adequate school environment is an important assumption of the project, since it does not intervene in the school and it comes to support other initiatives to improve the educational system in Benin.

Moreover, some of the initiatives taken by the community continue because of the tenacity and commitment of some good wills. But how long will this last? The community canteen in Bossa, where women cooking put in more than seven hours daily without any counterpart is an example. In a situation where poverty obliges to live on daily basis you do not have many volunteers. CLR and the aforesaid women complain about the situation. With the community school, some communities are tired of taking care of community teachers' salaries, and the problem of cotton the mainstay of the economy has worsened the situation.

Classes built by the communities are in most case in temporary materials and fall off if government do not come in to assist.

As such the populations give local solution according to their means and commitments but they cannot replace the government whose duty is to provide adequate conditions to receive children in schools.

#### IV- 1.4 Community participation

#### Conclusion

The project recorded very high participation, mobilization and communities' support

#### **Explanations**

All the households sampled (even those chosen randomly on the field) declared their support for the schooling of their children. Majority of the mothers no longer over use their daughters for domestic works this giving them more time for studies.. According to the female pupil in Banikani «Most girls now do domestic work on weekend.». Their counterpart in Bounarou said, «Our mothers no longer give use endless domestic work. They give use time needed to attend study spaces».

Moreover parents take better care of school expenses by purchasing books stationery and paying fees for canteens.

Henceforth there is change of conception about girls.

They are no longer seen as property of their family in-law, but as an integral part of the family that worth to invest in, with hope for the future.

#### IV 1.5. <u>Impacts of the project</u>

#### IV 1.5.1 – At the level of the community

#### **Gradual change of behaviour**

- Communities are no longer hostile to girls schooling. Most households have understood the need to send girls to school. Persons who had never sent their children to school and who were against the practice now become promoter of girls' education. «T, chairman of CLR I used to be against sending girls to school, but I finally understand» Bossa CLR chairman. «It's of no use to send girls to school, this chorus has come to an end ... Women were allergic to girls schooling. Today they lead CLR to go from house to house to sensitise» CCEF Banikoara
- There is considerable decrease in some nefarious practices on girls schooling such as their traffic or their placement with other families,, premature or compulsory marriage. In some CAGE sites, the organization put in place and the modern social conception no longer allow to place children especially as house girls or "Vidomègon". In Tokpé, Bopa local government, not only Madam HOUNDESEGAN Debora gave up children traffic but she worked for the return of those she placed, it is unimaginable today that some one can take to this activity in that community.
- Within households behaviour changes are expressed in term of:
  - O Giving more time to children especially girls for their studies «We did not understand that the child needs time to study after school hours. We thought studies were meant for school and usual life at home. With study spaces and explanations, we have understood
  - o Devoting more means for children especially girls study

#### Community Organizational capacity building

One of the important experience of the project is the improvement of the community capacity to analyse problem, search for solution, initiate, plan and implement activities promoting girls schooling. CLR today are resource persons for their community in analysing and promotion

development. Now they understand that before any local problem you come together to find the causes and identify the different possible solutions and even look for external sources of funding. Passiveness or wait-and-see policy and unnecessary complaints are gradually giving way to initiatives. We record many initiatives taken in addition to micro projects jointly financed with CAGE. The discussions with CLR show a permanent search for ways and means to remove the obstacles identified during the analysis and during the project implementation.

CAGE project «opened the eyes» of the beneficiaries.

They see clearer not only the need to send girls to school, to monitor and support them, but they also understand the need to organize themselves to face local development problems because.

The diagnosis has finally reached all the aspects of the local life (Education, parents economic activities, school infrastructures, road, customs). The beneficiaries appreciate their responsibility before the problems of community.

## Communities easy access to political, administrative authorities and security forces, CPS, CCS, etc.

CAGE to some extent has facilitated a closer link between the governors and the governed. While in the past they could not move closer to those institutions, today communities (through CLR or BAPE etc.) go easily before authorities or officers in change of technical services either to seek their support or to claim what they think is their right. Many cases were narrated or witnessed to that effect on the field by the evaluation team.

## Encourage technical services, administration and other local institutions (BAPE, Committee fighting children Traffic) for better performance.

It is not that these stakeholders were not doing their work but with CAGE project and CLR enthusiasm many of these actors have reacted more promptly to situations. An example is the committee fighting children Traffic who quickly acted as soon as CLR noticed the absence of a girl in school. Another example is that of BAPE that ensured the building of a series of classrooms after the diagnosis and initiatives of CLR. CCS membership of CCEF also made easy and quick the validation of community schools created.

#### **Impact on neighbouring communities**

We notice that the project activities have an effect on the neighbouring communities. Social communication through local radio enabled neighbouring communities to be informed on the problem of girls schooling. Some communities, spurred on by goodwill, organized themselves to put in place committees to support girls schooling. The committees get inspiration from activities carried out by neighbouring CLR.

The results are more remarkable with the registration in Primary I with a crowd at school resumption. In IBOTO community in Banikoara «8 years ago there were 24 girls. Today with CAGE, there are more than 100 of them... We have already a woman in charge of girls admission to school»

But the limited reception capacities and the inexperience of the committees quickly discouraged parents in their good will of children schooling.

#### LIMITS OF THE IMPACTS ON THE COMMUNITIES

The awareness is not yet total and we still have some resistance.

- o The low income continues to oblige some parents to use excessively the free manpower that children constitute.
- o According to Zangnanado «Almost Immediately after school you meet girls doing petty trade for their parents, or boys carrying fire woods»
- O At times some parents withdraw their children to help in farming, fishing or in the garden» CCEF Karimama. From the explanation got we conclude that it is difficult to ask parents to send their children to school and at the same time meet consistently the charges.
- O Children traffic continues, even if the stakeholders are tracked down by CLR and CCEF. «Children traffic continues a bit. We had three (03) cases in a school this year including a girl who is got back, but the other two are in Nigeria» reported Zangnanado CCEF «A man sold his daughter for one hundred and ten thousand (110.000) CFA. F with a sale agreement». But the husband of a CLR member revealed the deal. The girl is finally released with CLR and CCEF pressure.
- o Girls kidnapping, premature and compulsory marriage continue in some areas. These practices are part of education received for decades. They are customs. It is difficult to be instantly free from their burden.
- O Anything can happen with the technical services. The experiences are on individuals and on the nature of the relationship between the persons coordinating these institutions. A transfer, degeneration in interpersonal relations is enough to block CCEF contribution to the success of activities carried out by CCL.

#### IV 1.5.2. At the level of NGO

CAGE impact on NGO is at the same time technical, administrative and financial

- O CAGE approach influenced the methodological approaches of the three (03) partners NGO. NGO witness a true research – action and saw the capacities in the reinforced participative approach. According to GRAPAD supervisor «I have CAGE approach in my skin anywhere I go, I think and act with CAGE reflex tailored towards the need of true responsibility of the beneficiaries»
- o CAGE approach experimentation built the capacities of NGO in Social inter mediation, social mobilization and communication. «Of all the approaches we know this is the best»
- o We can also note the reinforcement of NGO expert in general and girls schooling in particular
- o Another impact is the strengthening of NGO seat in the partner's communities and the improvement of their visibility at the national level.
- o NGO are able increase their own resources thanks to the flexibility of the project as regard the management of the funds received as counterpart from the social intermediation unit (other lead).

## VI 2. ANALYSIS OF THE APPROACH AND STRATEGIES FOR THE PROJECT IMPLEMENTATION

#### IV 2.1. CAGE approach

CAGE project is unique in its king because of its approach. The success mainly lies on the approach. It is a participative, community based and responsibility giving approach. It is a flexible approach that supports the communities. What is special in CAGE is that the project has not scheduled concrete activities to carry out on the field. It has especially planned support for the communities through NGO. The document could be said to be empty and that is where lies the strength of the project. This situation makes it flexible; it supports and teaches; a true research action.

#### A diagnostic and a grass root planning

The diagnostic is done at the grassroots. This can be done at the national, departmental, local government level and say that communities themselves have analysed and chosen ways to follow, but the result is different when the diagnostics are done at the level of each partner community. CAGE approach allows facing the problem according to the needs and realities of each community, and it also allows finding endogenous solutions, to give responsibility of implementation to the community by giving support grants.

#### A positive orientated diagnostic

The way the diagnostic is conducted is totally special with CAGE project. Going from the vision, analyse the obstacles that prevent from going toward that vision and find solutions to remove the obstacles, it is an approach of durable development and it is more ambitious than the classical approaches, which are summed up as: who are we, what are the problems, what solution? CAGE approach develops endogenous potentialities and tailors solutions toward the ideal.

«We are surprised with the results. We understand that if the stakeholders are really involved effective solutions come from the grassroots» said GRAPAD coordinator.

#### **Limits:**

For being too community-based, the approach has not involved enough the key stakeholders of the educational sector that is teachers and BAPE even though their collaboration is sought later

The approach requires a lot of sacrifices in an environment where they must survive on day-to-day basis.

#### IV 2.2. Grant strategy (micro-projects)

Unlike what we notice generally with development projects, CAGE has not defined from the start activities or micro-projects to be carried out in the partner communities. From the situational analysis, communities decide on initiatives to take and they receive a financial support from CAGE. The grant strategy has reinforced the responsibility of the stakeholders.

As said the CCEF of Banikoara «with micro finances we see that money meant for us is truly invested in our community. We manage it ourselves and give account»

#### **Limits:**

- The grants are small (\$ 1.000 per community for duration of 4 years). The question is to know whether a project of limited scope should adopt an approach that bring about a lot of initiatives, commitment and hope, in a poor environment, where there is almost no synergy between the contributors and where government plays less his part?

#### IV 2.3. Support to external resource mobilization strategy.

Another strategy developed by the project is support for external resource mobilization. The strategy worked well in Mono/Couffo where several other contributors ready for synergy are present.

As such AGEFIB, PADEAR and UNICEF supported the initiatives of the populations. Considering the limited means of the project, that is a laudable strategy, which encouraged the much-expected synergy in the speeches made by various contributors.

#### IV 2.4 Strategy to build the capacities of the various stakeholders

To ensure the project implementation, CAGE put in place some institutions at the community and local government levels with the collaboration of three national NGO. The intention is to build the local capacities through training monitoring support and counsel for the various stakeholders. This strategy yielded the expected results because of the enthusiasm shown by its stakeholders.

#### **Analysis of some stakeholders**

#### The CLR.

These committees were functional and they played an important role in the success of the project. Members accepted the project and they were committed to girls education and the development of their communities.

They devote a lot of time to activities promoting girls schooling living therefore economic activities in a situation where poverty obliges to live on day-to-day basis.. This situation discouraged some CLR members and they reduced their participation in some activities. But still, there are some volunteers who see themselves as pioneers of CLR with the vocation of "community developers". In spite of obstacles they continue to work for girls education and find within their means and competence alternative solutions to different problems arising.

To insure their sustainability there is need to find satisfactory response to the following question which they ask themselves openly or not: can you continue to sacrifice your time, your activities, and your energy without anything to show for it in this context of poverty when you have to fend for yourself on day-to-day basis to survive?

CAGE approach or CAGE reflex should have armed each CLR to answerer the following questions

What is our vision of CLR member?

What are the obstacles that prevent to get this vision?

What are strategies to remove these obstacles?

Coordinators, NGO and CAGE should therefore have in their disengagement plan activities support identified strategies while they build their capacities to face the challenge.

#### **CCEF**

Their functionality depends on the environment. Some CCEF concentrate more on roles assigned to them in the project documents namely validation and monitoring evaluation of micro projects. Some in the other hand were real support to CLR. They were local institutions really promoting girls schooling and therefore taking initiatives to that effect.

#### **Local governments:**

We can analyse the involvement and appropriation of the local governments through the effective and active participation of their representative in CCEF, the place of education in the PDG, budget allocated to promote girls education, support given to CCEF and CRL in their fight against practices that hinder the successful education of girls, that CCEP represents for the local government.

- o PDC of the project's partners local government pay attention to education generally, and to girls education in particular. Coordinators and CCEF members were members of the education commission during the process to develop the PDC.
- o Kerou local government allocated 500.000 F to support CCEF actions
- o In most CCEF the local government representatives are active and they take part in CCEF activities
- Some local government administrators personally engage in awareness activities. (Ouinhi Administrator participated in at least two village meetings)
   Karimama local government and education promotion project based on CAGE approach.

But according to the CCEF members and some coordinators the local governments involvement and appropriation are not yet what is expected to insure the sustainability of the experience.

#### Limits of the institutions put in place.

- o Weak involvement of teachers and BAPE at the CRL level.
- O At the start we notice some conflicts between CLR and BAPE or the committees fighting children Traffic. But generally CLR with the coordinators' support has succeeded in a good synergy among its institutions. However this brings the problem of increase in the number of institutions within the communities. Each project forms its committees.

#### IV 3. Project management and coordination

#### - <u>Planning</u>, <u>implementation</u> and <u>activities monitoring</u> – <u>evaluation</u>.

The project has good document in planning and monitoring – evaluation of activities. But it seems that the planning is not proportional to the activities looking at the duration of the project. This is shown in the non-respect of the schedule, and most of the activities become urgent. The lateness in setting up the grants (due to the reorientation of the procedure that imposed the transfer of funds by URCLCAM) is blamed by the stakeholders on the field.

#### Capitalization of the project experience

We notice a big effort in the capitalization of the project experience. The project edited or wrote several documents on its activities and results. The project also published a handbook on the conduct of approach in the communities. Two documentaries were equally made and shown several times on the national Television. But as said the stakeholders there is need for more research. As an experimental project, and from the size of the results obtained, several research themes could still be initiated for a better understanding of CAGE process.

#### **Activity coordination**

There is need to state that the second exercise recorded a clear improvement in the coordination and relationship between NGOs and World Learning.

#### - Relationship with other contributors

To guarantee the funding of the community initiatives, CAGE strive to develop fruitful relationships with several projects and programs going on in the partners' local government. AGeFIB, UNICEF and PADEAR are examples in Mono-Couffo. In Atacora especially in Boukombé, the collaboration with CRS needs to be commended. While intervening in the same fields at the time in the same communities, CAGE and CRS develop a collaboration that we can sum up as follows:

- The CCEF and CLR set up by CAGE in Common communities are also partners of CRS that do not put in place other committees
- CCEF and CAGE coordinators support CRS coordinator to put in place the CLR according to CAGE approach in CRS communities, which are not CAGE partners.

The negative point about the relationship with the other contributors is a non-active collaboration with the DDEPS. Apart from the community mobilization phases of the first exercise during which they were involved in tours, the DDEPS know CAGE especially through its regularly forwarded periodical report. According to DDEPS a more active collaboration could help to remove faster obstacles related to the school environment, obstacles that seem to be above only the CCS competence.

## IV.4. SUSTAINABILITY, DURABILITY OF THE EXPERIENCE AND REPLICATION

CAGE approach in itself insures to some extent the sustainability of the project because of the level of the community involvement in term of responsibility, because of the endogenous nature of the solutions that make more use of local resources and competence. As regard the implemented initiatives, there is no need for gradual transfer of activities or competences (to some extent), since they are already in the hand of the communities. About the conditions of replication, Banikani CLR said: «we can serve as intermediary to respond else where»

However, initiatives are varied and recent in difficult environment at the level of each community. They need to be accompanied for a period longer than that of the project. All the communities visited were of the opinion to continue with the initiatives even after the project, but for how long? How do you master all the sites? According to Banikani CLR «When you help a blind man to get back his sight he would not like to have it lost again. this understanding is an asset, but there is need she (the coordinator) stays a little more to support us»

In fact in spite of the good foundation of the community responsibility, the accompaniment of the stakeholders needs to be continued to avoid the risk of jeopardizing the experience acquired.

#### REPLICATION

- CAGE project and its approach can and must be replicated in all the local governments because of the flexibility of tits implementation strategy
- All the projects should adopt an implementation flexible strategy similar to CAGE approach
- All the projects should adopt a strategy of diagnostic, searching for solutions and funding of activities like CAGE approach to insure a lasting development.
- Like MARP, SARAR etc. We should make CAGE to be a method, a way of thought. For that, researches and experimentations must continue.

#### For the success of this replication we must:

- Insure a good immersion and integration of the communities by NGO (coordinators) and appoint model coordinators for the communities.
- Not rush the CLR and CCEF set up, but first insure a good social communication on stakeholders' role and the increased sacrifices waiting for them.
- Involve more schools stakeholders (Teachers, DDPS, BAPE) in the process.

#### V 5. Strengths and weaknesses

From what is said so fare, we can sum up the strengths of the project in five points.

- The flexibility, the relevance and the effectiveness of CAGE approach
- The high responsibility attribution and value of the stakeholders at the grassroots who are proud of the results and see themselves as authors of success.
- The very big commitment of the stakeholders who invested their effort in the implementation of the project at the cost of their activities, time relations, their health and life. From the grassroots population, CLR and CCEF members, coordinators, NGO supervisors and directors, to the Benin World Learning staff, the commitment was total.
- The very good immersion and integration of most the coordinators in the communities.
- Major successes that always encourage moving forward.

#### As weaknesses we can list:

- The short duration of the project and it division into two phases. You do not change behaviors in four years, especially when they have ancestral and custom features.
- The project weak financial capacity to support all the initiatives generated by the approach
- Lateness in giving the grants
- Parents' frustration following the inability of the schools to receive adequately the crowd of CAGE pupils. (Risk to return to the starting point)
- Lateness in activities implementation

#### **V – CONCLUSION**

- The four (04) objectives set were achieved both quantitatively and qualitatively.
- The initial hypothesis of the project that well stimulated community participation could lead to better results in the promotion of girls' education is verified and correct. In fact CAGE project arose community mobilization CLR and CCEF commitment with important results in quantity and quality dimension and dept. These institutions took several support, they see in themselves the vocation of local development pioneers.
- This ability to stimulate local/social support and mobilization comes from CAGE approach, that is from the whole process and steps leading to the setting up of the CLR and CCEF, vision analysis, obstacles and strategies and the funding of micro project, all this back up with a very good social communication. These different steps give prestige to the communities, who see themselves capable of doing self-analysis of their situations, to identify endogenous solutions, to manage funds given to them. Every result obtained, every step taken goes to their asset, they are conscious of it and the coordinators recognize it for them, which stimulates further for greater results.
- In this process, the set up of CLR and their composition played an important role. The composition of the CLR met is different from the ones we often see with projects where committee members are influential members of the village that you meet at different local institutions. There are a lot of young people, women, and influential persons. We equally have those who are for and those who are against girls schooling. The intention is a real representative committee. The initial social communication has showed that the members will be like pioneers, without specific advantage, but a lot of sacrifices to make and a lot of work to do.
- Another factor contributing in the achievement results is the good immersion and integration of the communities by NGO coordinators.
- However the short duration of the project did not allow rounding up the necessary basis for a total take over of the initiative by the communities.

#### VI – RECOMMENDATIONS

#### To USAID and World Learning

- Continue to support for at least one year the various stakeholders to establish the disengagement plan and round up on-going thoughts for a better appropriation of the project. CLR especially needs feel supported by CCEF and local authorities, while the later needs to be recognised and supported by the local authorities. As far as the local authorities are concerned they are lost in the decentralisation intricacies and they are still searching for their role in education and modalities for the transfer of related means. With this situation CAGE must be present to help in the transition.
- Extend the project activities to other communities with low rate of girls schooling

- Promote CAGE approach in other development projects
- CAGE reflex must be generalized. All the stakeholders must ask themselves CAGE good questions in the spirit of responsibility

What is our vision?

What are the obstacles to that vision?

What are the strategies to remove these obstacles?

• Ensure a larger synergy between USAID funded projects

#### To the Ministry of Primary and Secondary Education

• Ensure adequate conditions in infrastructure, in teaching aids and staff for the effective reception of the children in schools

#### To grassroots stakeholders

• Ensure the implementation for the disengagement and round up on-going thoughts and strategies for appropriation by the local government of the experience of the project

#### To NGOs

• Ensure a minimum monitoring and support/counsel to grassroots stakeholders.

#### **APPENDIX** 1: FINAL EVALUATION TERMS OF REFERENCE

#### **Background on CAGE**

The Community Action for Girls Education (CAGE) activity is a 4-year \$ 2.3 million USAID-funded Project that aims at improving girls' participation in Benin rural schools by stimulating greater communities' participation in their children's education.

Assistance is provided through a mix of sensitization and training activities as well as financial incentive (in the form of small grants to fund community-generated initiatives that support girls' participation in school).

Since June 2001, WLID has operated CAGE in 91 communities (one school = one community), representing a total of more than 400 villages and hamlets with a total population of about 135,000 located in 5 departments covering the Nortnern (Atacora, Alibori), Central (Zou) and Southern (Couffo, Mono)regions of the country, " CAGE has been implemented by three national partner-NGOs: Groupe de Recherche et d'Action pour la Promotion de l'Agriculture et du Développement (GRAPAD), Mutuelle des Jeunes Chrétiens pour le Développement (MJCD) and Centre de Recherche et d'Action pour le Bien-Être et la Sauvegarde de l'Environnement (CERABE). World Learning's staff of five Benin citizens professionals has been responsible to refine the CAGE model for application and to train, assist and monitor the NGOs to, in turn, train and assist technically the representative groups from the communities.

#### **Objectives of the Evaluation**

The objective is to evaluate to what extend the project has achieved its intended results in terms of both outcomes and outputs.

#### **Scope of the Evaluation**

The scope of the evaluation is based on the CAGE intervention's hypothesis that stimulating community participation results in greater access, retention, success and equity in schools (and also produces unexpected positive spin-offs). The scope can be defined through the Project expected outcomes:

- Improved girls access, retention, promotion in target areas
- Strengthened community capacity to promote girls' schooling

Based on these premises, the evaluation will aim at determining whether the project achieved its four objectives of

- 1. Access: increase the girls' enrollment rate by 50% over the life of the Project
- 2. Attendance: decrease the girls' drop out rate by 30% over the life of the Project
- 3. Performance: increase by 50% the girls' promotion rate over the life of the Project

4. Community participation: at least 50% of interviewed households have taken at least one action or have changed and/or adopted attitudes that help promote girls' enrolment in schools.

Consultant shall provide brief information on each of the following:

- a comparison of actual accomplishments with Project expected outcomes and objectives established for the period, the findings of the evaluation, or both.
- Reasons why established objectives were not met, if appropriate.
- Any other pertinent information.

For guidance, indicator tracking table will be provided to consultant during documentation review phase.

Equally important are the qualitative outputs of the Project. The evaluator will assess the extend to which community behavioral change and capacity building have impacted local organization/mobilization and ability to successfully address key strategic in-school and school related issues in order to promote girls' education. Such issues include, but are not limited to: girls' trafficking, girls' early and forced marriage, girls' kidnapping, low girls' school performance, low girls' school attendance, low girls' registration to school, low parents' reluctance to send girls to school, low municipal affirmative decision-making and involvement in school management, etc. While CAGE Performance Monitoring Plan includes some indicators to assess these outputs, much will be assessed through learning and innovative approach.

Therefore, the consultant shall propose methods to evaluate the qualitative outputs of the Project.

#### **Composition and profile of the evaluation Team**

The evaluation will be performed by a team coordinated by a consultant.

Beside the consultant, the following persons will be directly involved:

- One representative of CCEFs
- The school promotion office of the Ministry of Primary and Secondary Education \_MEPS.

In addition, the consultant will recruit surveyors for field data collection.

The consultant shall be knowledgeable about development education program evaluation, preferably a sociologist with strong knowledge in the following domains:

- community participation,
- Benin primary school system and environment,
- Benin rural communities' challenges especially in girls' schooling,
- Gender specific analysis.

The consultant shall be proficient in French and in English

The surveyors shall have experience in using qualitative and quantitative survey tools.

They shall fully speak and understand the languages of CAGE communities.

#### **Technical and Financial Proposals**

The selection of the consultant will be based on a pertinent technical proposal that indicates how the evaluator understands CAGE objectives and indicator tracking plan, how he/she understands the evaluation's objective and framework, and what his/her plan is to reaching this objective.

The consultant shall submit his/her resume and the surveyors' resumes along with the technical proposal.

He/she shall also submit a financial proposal with detailed budget lines.

The evaluation contract will define all financial and logistical conditions to be provided to the consultant by WL.

#### Consultant's Roles and Responsibilities

- Organize an initial meeting to present evaluation's objectives, scope, tools, data collection methods and calendar to the Steering Committee (see below for details).
- Review documentation available and conduct a preliminary desk study.
- Gather qualitative and quantitative data in the field.
- Perform data entry and initial analysis.
- Draft report on initial findings and present them to WL and Steering Committee
- Write final report
- Present evaluation findings at a workshop convened by WL at the end of the Project

Partners will be involved as observers, interviewees or active members of a Steering Committee. They will all participate in an entrance conference to be introduced to the evaluation team members and objectives and to provide feedback; and subsequently, in a debriefing to discuss findings after data collection and initial data analysis. They might be invited to joint field missions if desired.

#### **Steering Committee will include representatives from:**

**USAID** 

WL

Parents: Coordination of APE representatives who where involved in the Project implementation, and CLR

NGO-partners Supervisors, Finance staff members, Directors

Local authorities and institutions of CAGE communities: elected officials (mayors, deputy mayors, commune's counselors), CCEF members

#### Observers and interviewees

Other NGOs or agencies working on girls' education: CARE (PROBASE), CRS (GFEI), UNICEF

MEPS: Directeur de Cabinet, school promotion office, local school principals

#### Methodology for sampling, collecting and analyzing data

Out of the 91 beneficiary schools/communities, the evaluation will look at a representative sample of communities equally distributed across the South (Mono, Couffo), Center (Zou) and North (Atacora, Alibori) regions of the country.

For each school/community, data and information will be collected from at least parents, teachers, CLR representatives, government officials, CCEF members and group of children.

#### **Deliverables**

Two workshops

In addition to the report of the evaluation (see below for detailed information), the evaluator shall hold two workshops, the first on as an entrance workshop with the steering committee and the second one to disseminate findings to a broader audience during the exit conference of CAGE.

#### **Content of the evaluation report**

The evaluation Report will include:

- An executive summary
- Methodology used for the evaluation
- Analysis of the finding on outcomes/outputs studied
- Analysis of the attributions and lessons learned.
- Conclusions
- Recommendations

#### Language and Format of the report

The report, draft or final, must be fully written in French and in English

<u>He/she</u> shall use Times New Roman font, size 12, simple spaced, A4 paper-format

MSOffice (Word, Excels mainly) is mandatory

#### Number of copies of the draft report

The consultant shall submit 5 original hard copies and a soft copy of the draft report in English

He/she shall also submit 5 original hard copies and a soft copy of the draft report in French.

#### Number of copies of the final report

The consultant shall submit 5 original hard copies and a soft copy of the final report in English.

He/she shall also submit 5 original hard copies and a soft copy of the final report in French.

#### **Timeframe**

#### **Duration of the evaluation**

20 working days, starting on or about April 14, 2005

The effective date of the contract will be the date of the World Learning for International Development Director's signature. The evaluation must begin as soon as practicable after the signing of the contract. Prior to signature of the evaluation contract, the consultant must submit to WL for approval a complete evaluation program.

#### **Report submittal**

The draft report shall be submitted to WL/CAGE within 20 days after the launching of the evaluation.

The feedback on the draft report will be provided no later than 2 weeks after submittal.

The final report is due 7 days after the consultant has received and incorporated WL's comments.

WL is responsible for report copies and files transmittal to USAID.

#### **Others**

WL will ensure that all records are available, all accounting entries and adjustments are made, and all other necessary steps are taken to make it possible for the consultant to perform the work necessary and to be able to present the final evaluation report within the time frame.

#### **APPENDIX 2 FIELD DATA COLLECTION PROCEDURE**

#### **Sampling**

A total of 10 CAGE and 3 non- CAGE community: neighbouring were sampled. The choice of communities was based on the reasoned sampling method. The criteria used were:

- Coverage of all the intervention local governments
- Visits to the various initiatives (diversification of the type of initiatives to be visited
- Take into consideration all the stakeholders

Breakdown of the sample.

| Local      | CAGE Communities interviewed        | Non-CAGE<br>Community |
|------------|-------------------------------------|-----------------------|
| government | m 1 /                               | Community             |
| Bopa       | Tokpé                               |                       |
|            | (Hounvè, Kpindji/queelques acteurs) |                       |
| Aplahoué   | Zondogahoué                         |                       |
|            | Lagbavé                             |                       |
| Zagnanado  | Dohounmè                            | - Dovi-Zounou         |
|            |                                     | - Tan                 |
| Ouinhi     | Bossa                               |                       |
|            |                                     |                       |
| Boukoumbé  | Manta                               |                       |
|            | Kouprgou                            |                       |
| Kérou      | Ouoré                               |                       |
|            |                                     |                       |
| Banikoara  | Bonhanrou                           | Iboto                 |
|            |                                     |                       |
| Karimama   | Banikari                            |                       |
|            |                                     |                       |

### IMPLEMENTATION PLANNING

|   | STEPS   | Number H/D of the consultant intervention | Periods                    |
|---|---|---|----------------------------|
| 1 | Preliminary discussions   | 1 day                                     | 29 April                   |
| 2 | Documentary study / project documents and others                              | 2 day                                     | 26-27 April                |
| 3 | Tools development   | 1d  | 28 -30 April               |
| 4 | Lunching meeting with the piloting committee                                  | 1d  | 10 May                     |
| 5 | Recruitment and training of interviewers                                      | 1 d                                       | 26 April au 09 May         |
| 4 | Meeting with partners in<br>Cotonou and Porto -<br>Novo                       | 1.5 days                                  | 9 – 21 May                 |
| 5 | Meeting with partners in Mono, Zou and Atacora, and Alibori                   | 1.5 days                                  |                            |
| 6 | Data collection on the field  | 6 days                                    |                            |
| 7 | Data process and analysis, provisional report                                 | 3 days                                    | 22 mai – 15 June           |
| 8 | Restitution to stakeholders   | 0.5 day                                   | 23 June                    |
| 9 | Finalising report (after reading and amendment by les different stakeholders) | 1.5 days                                  | 24-30 June                 |
|   | Total   | 20 days                                   | From 29 April to30<br>June |

## Stakeholders meeting program in Cotonou and Porto-Novo

| Date             | Time        | Institutions                      |
|------------------|-------------|-----------------------------------|
| Tuesday 26 April | 8h30-9h30   | USAID/ BET                        |
|                  |             |                                   |
| Friday 29 April  | 11h-12h30   | Staff/WL                          |
|                  |             |                                   |
| Tuesday 10 may 1 | 9h-12h      | Steering Committee                |
| ***              | 01.101      |                                   |
| Wednesday 11 may | 9h-12h      | Ministry of primary and secondary |
|                  |             | Education                         |
|                  | 16h30-17h30 | UNICEF                            |
|                  |             |                                   |
| Wednesday 23 may | 9h-10H      | CARE/PROBASE                      |
|                  | 15H-16h     | CRS/FFE                           |

## Stakeholders meeting program in Mono/Couffo and in Zou

| Date               | Time            | Institutions (team 1)  | Institutions (team 2)                          |  |  |  |
|--------------------|-----------------|--|--|--|--|--|
| Thursday 12<br>Mai | 8h-8h45         | BOPA Administrator   | BOPA Administrator                             |  |  |  |
|                    | 9h-12h          | BOPA CAGE  | BOPA CAGE                                      |  |  |  |
|                    | 13h30-          | MJCD coordinator   | MJCD coordinator                               |  |  |  |
|                    | 14h30           |  |  |  |  |  |
|                    | 15h-16h30       | Tokpoé CLR   | Tokpoé CLR                                     |  |  |  |
|                    | 9h30-17h30      | Teachers, pupils, ,  |  |  |  |  |
|                    |                 | households, resource   |  |  |  |  |
|                    |                 | persons from Tokpoé,   | -  |  |  |  |
|                    |                 | Hounvè and   |  |  |  |  |
|                    |                 | Akokponawa   | Akokponawa                                     |  |  |  |
|                    |                 | communities  | communities                                    |  |  |  |
| Enides: 12         | Ob 0545         | DDEDC M.C  | DDEDC 7 C                                      |  |  |  |
| Friday 13<br>Mai   |                 | DDEPS M-C  | DDEPS Z-C                                      |  |  |  |
|                    | 10h30-          | Aplahoué   | ZANGNANADO                                     |  |  |  |
|                    | 11h15           | Administrator  | Administrator                                  |  |  |  |
|                    | 11h30-13h       | Lagbavé CLR  | CLR DOHOUNME Zangnanado                        |  |  |  |
|                    | 13h30-<br>14h30 | MJCD coordinator   | GRAPAD coordinator                             |  |  |  |
|                    | 15h-18h         | APLAHOUE CAGE  | ZANGNANADO<br>CAGE                             |  |  |  |
|                    | 9h30-17h30      | Teachers, pupils, households peers. Res. (Lagbavé community) | households, resource                           |  |  |  |
| Saturday 14<br>May | 9h-10h          | MJCD coordinator   | OUINHI Administrator                           |  |  |  |
|                    | 10h-13h         | CLR<br>ZONDOGAHOUE   | OUINHI CAGE                                    |  |  |  |
|                    | 13h30-<br>14h30 |  | GRAPAD coordinator                             |  |  |  |
|                    | 15h-16h30       |  | CLR BOSSA OUINHI                               |  |  |  |
|                    | 9h30-17h30      | Teachers, pupils, households, resource persons               | Teachers, pupils, households, resource persons |  |  |  |

## Stakeholders meeting program in Atacora

| Date        | Time       | Institutions (team 1) | Institutions (team 2) |
|-------------|------------|-----------------------|-----------------------|
| Tuesday 17  | 8h-8h45    | Boukoumbé             |                       |
| Mai         |            | Administrator         |                       |
|             | 9h-12h     | Boukoumbé CCEF        |                       |
|             | 15h-16h30  | Manta CLR             |                       |
|             | 9h30-17h30 | Teachers, pupils, ,   |                       |
|             |            | households, resource  |                       |
|             |            | persons from Manta    |                       |
|             |            | communities           |                       |
|             |            |                       |                       |
| Wednesday   | 9h-9h45    | DDEPS Atacora-        |                       |
| 18 May      |            | Donga                 |                       |
|             | 10h-13h    | GRAPAD coordinator    |                       |
|             | 15h-16h30  | Kouporgou CLR         |                       |
|             | 9h30-17h30 | Teachers, pupils,     |                       |
|             |            | households peers.     |                       |
|             |            | Res.                  |                       |
|             |            |                       |                       |
| thursday 19 | 9h30-10h15 | Kérou Administrator   |                       |
| May         |            |                       |                       |
| -           | 10h30-     | Kérou CCEF            |                       |
|             | 13h30      |                       |                       |
|             | 14h-15h    | CERABE coordinator    |                       |
|             | 15h-16h30  | Ouoré CLR             |                       |
|             | 9h30-17h30 | Teachers, pupils,     |                       |
|             |            | households, resource  |                       |
|             |            | persons               |                       |

## Stakeholders meeting program in Borgou / Alibori

| Date        | Time      | Institutions (team 1) | Institutions (team 2) |
|-------------|-----------|-----------------------|-----------------------|
| Thursday 19 | 15h30-    |                       | CERABE NGO            |
| Mai         | 16h30     |                       |                       |
|             | 17h-18h   |                       | DDEPS- Borgou         |
|             |           |                       | Alibori               |
|             |           |                       |                       |
| Friday 20   | 10h-13h   |                       | Banikoara CCEF        |
| Mai         |           |                       |                       |
|             | 13h30-    |                       | CERABE coordinator    |
|             | 14h30     |                       |                       |
|             | 15h-16h   |                       | Banikoara             |
|             |           |                       | Administrator         |
|             | 16h30-18h |                       | CLR Bonhanrou         |
|             | 11h-18h   |                       | Teachers, pupils,     |
|             |           |                       | households, resource  |
|             |           |                       | persons               |
|             |           |                       |                       |
| Saturday 21 | 10h-13h   |                       | Karimama CCEF         |
| May         |           |                       |                       |
|             | 13h30-    |                       | CERABE coordinator    |
|             | 14h30     |                       |                       |
|             | 15h-16h   |                       | Karimama              |
|             |           |                       | Administrator         |
|             | 16h30-18h |                       | Banikani CLR          |
|             | 11h-18h   |                       | Teachers, pupils,     |
|             |           |                       | households, resource  |
|             |           |                       | persons               |

#### INTERVIEW GUIDE N°1: DISCUSSION WITH CCEF

| Date                     |
|--------------------------|
| Department               |
| Local Government         |
| Name of the interviewer  |
| Name of the interviewees |

#### Theme 1 Results, Objectives and impact of the project

<u>Objectives</u>: see the success of the project and see if results, objectives and indicators set are obtained.

- List of initiatives taken and compare them with ones described in the project document for additional information
- Initiators, target and initiative means
- Level of community support and involvement durability, sustainability
- Effects of the initiatives as regard girls schooling (access, maintenance, performance), as regard local organizational capacities, as regard social cohesion, etc.
- How did you get to the success, contributing factors, hindrance
- What are (were) obstacles to registration, maintenance and promotion of girls in your village?
- What have you done to encourage and promote girls schooling? (or what have you done to remove each of the obstacles).
- Who took the initiatives with you, to whom are they addressed and by what means?
- What can we see today as experience or asset of CAGE project in girls' education/schooling in your village (what are the successes recorded in these initiatives?).
- Why do you attribute these benefits to the project?
- How has the project: 1) increased the rate of girls registration? 2) Reduced the rate of girls' withdrawal? 3) Increased the rate of girls' promotion? 4) Contributed in changing and / or adopting favourable behaviour to the promotion of girls' schooling?

- Justify your claim. If we are to classify these results on importance for their attainment/contribution by the project, what position will you give? (Rf. Table at the end of the document)
- What are the factors that contribute to these successes?
- How could these results be different if the project had not existed here?
- Apart from the project what else has contributed to the results you mentioned?
- What were the problems encountered during the course of achieving these results?
- How did you over come these problems?
- How do the project/its officials contribute in over coming these problems?
- What are your recommendations if we should copy these initiatives in other village?
- Lesson learnt, limits

#### Theme 2 Strategies analysis

<u>Objective:</u> Identify the CAGE approach strategies and draw lessons from the approach experimentation and modalities for its replication.

- Identify the project implementation main strategies
- Analyse each main strategy (relevance, what has been smooth, lessons learnt, effects of the strategy, limits and difficulties,
  - Strategy to accompany communities in the situation analysis and the search for solutions
  - o Strategy of small grants
  - o Strategy of supporting internal and external resource mobilization
  - Strategy to build stakeholders institutional capacities (put in place institutions, training the structures and NGO

#### ANALYSE EACH STRATEGY

What is this strategy made of? How does it go?

What has this strategy brought as additional in the project implementation?

What has been very smooth in this strategy? (What do you like in this strategy?)

What are the factors that favored the implementation and the success of this strategy?

What are the problems encountered during the implementation of this strategy?

How did you overcome these problems?

What are the lessons learnt while implementing this strategy?

Can we replicate this strategy in other villages?

What are the precautions to insure its success?

#### Theme 3: Analysis of the stakeholders' role

<u>Objectives</u>: analyse the relevance and functionality of the various institutions put in place, their level of appropriation of the approach and modalities for their durability.

- Composition, number of women and post occupied, number of active members
- Mode of running, functionality, partition played.
- Level of appropriation played
- Level of appropriation of its role and of CAGE approach
- Relationship with the other institutions (what relationship did you have you have with other)
- Appraisal of other institution running
- Lessons learnt, limits and difficulties.
- Modalities or precautions to take for the replication of this model elsewhere: (what need to be reviewed is such a project should be replicated elsewhere
- Do we consider that your institution and other stakeholders of your local government of girls schooling without the project and NGO support? If yes, why do you think so?

If not what preparations are needed for the project disengagement?

Theme 4: Project management.

**Objective:** Appraise globally the project management and see if the management factors have facilitated or delayed the project implementation.

**Question:** what is your appraisal of the project management and the coordination of the activities between the NGO, WL and your institution

Do you take decision as regard the project implementation?(concrete example) How do you appraise the role of each one (each institution)??

Theme 5: Strength, weakness and constraints of the project

**Objective**: Make the summary of the strong points and the weak points of the project.

**Question:** On what point or aspect will you say that project is a success? Explain.

On what. a failure? Explain (or mention two weaknesses of the project.

#### Recommendations

Objective: Collect the recommendations:

- to improve the current result and
- to take into account if the experience should be repeated elsewhere.

<u>Question</u>: What are you recommendations to improve the project results and insure success if the project is repeated in other local governments?

#### INTERVIEW GUIDE N°2: DISCUSSION WITH CLR

| Date                     |
|--------------------------|
| Department               |
| Local Government         |
| Name of the interviewer  |
| Name of the interviewees |

#### Theme 1 Results, Objectives and impact of the project

- What are (were) obstacles to registration, maintenance and promotion of girls in your village?
- What have you done to encourage and promote girls schooling? (or what have you done to remove each of the obstacles).
- Who took the initiatives with you, to whom are they addressed and by what means?
- What can we see today as experience or asset of CAGE project in girls' education/schooling in your village (what are the successes recorded in these initiatives?).
- Why do you attribute these benefits to the project?
- How has the project: 1) increased the rate of girls registration? 2) Reduced the rate of girls' withdrawal? 3) Increased the rate of girls' promotion? 4) Contributed in changing and / or adopting favourable behaviour to the promotion of girls' schooling?
- Justify your claim. If we are to classify these results on importance for their attainment/contribution by the project, what position will you give? (Rf. Table at the end of the document)
- What are the factors that contribute to these successes?
- How could these results be different if the project had not existed here?
- Apart from the project what else has contributed to the results you mentioned?
- What were the problems encountered during the course of achieving these results?
- How did you over come these problems?
- How do the project/its officials contribute in over coming these problems?

- What are your recommendations if we should copy these initiatives in other village?
- Lesson learnt, limits

#### **Theme 2 Strategies analysis**

- Strategy to accompany communities in the situation analysis and the search for solutions
- o Strategy of small grants
- o Strategy of supporting internal and external resource mobilization
- Strategy to build stakeholders institutional capacities (put in place institutions, training the structures and NGO

#### ANALYSE EACH STRATEGY

What is this strategy made of? How does it go?

What has this strategy brought as additional in the project implementation?

What has been very smooth in this strategy? (What do you like in this strategy?)

What are the factors that favoured the implementation and the success of this strategy?

What are the problems encountered during the implementation of this strategy?

How did you overcome these problems?

What are the lessons learnt while implementing this strategy?

Can we replicate this strategy in other villages?

What are the precautions to insure its success?

#### Theme 3: Analysis of the stakeholders' role

<u>Objectives</u>: analyse the relevance and functionality of the various institutions put in place, their level of appropriation of the approach and modalities for their durability.

- Composition, number of women and post occupied, number of active members
- Mode of running, functionality, partition played.
- Level of appropriation played
- Level of appropriation of its role and of CAGE approach

- Relationship with the other institutions (what relationship did you have you

have with other)

- Appraisal of other institution running

- Lessons learnt, limits and difficulties.

- Modalities or precautions to take for the replication of this model elsewhere:

(what need to be reviewed is such a project should be replicated elsewhere

- Do we consider that your institution and other stakeholders of your local

government of girls schooling without the project and NGO support? If yes,

why do you think so?

If not what preparations are needed for the project disengagement?

Theme 4: Project management.

**Objective:** Appraise globally the project management and see if the management factors have

facilitated or delayed the project implementation.

Question: what is your appraisal of the project management and the coordination of the

activities between the NGO, WL and your institution?

Do you take decision as regard the project implementation? (concrete example) How do you

appraise the role of each one (each institution)?

Theme 5: Strength, weakness and constraints of the project

**Objective**: Make the summary of the strong points and the weak points of the project.

**Question:** On what point or aspect will you say that project is a success? Explain.

On what. a failure? Explain (or mention two weaknesses of the project.

Recommendations

<u>Objective</u>: Collect the recommendations:

- to improve the current result and

- to take into account if the experience should be repeated elsewhere.

Question: What are you recommendations to improve the project results and insure success if

the project is repeated in other local governments?

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APPENDIX 3 : SCHOOL STATISTICS COLLECTED ON THE FIELD Normal classes

| CLASSES            | Enrolment Repeaters W |     |     |    | With | Vithdrawers |   |   |   |
|--------------------|-----------------------|-----|-----|----|------|-------------|---|---|---|
|                    | G                     | F   | T   | G  | F    | T           | G | F | T |
| CI                 | 52                    | 36  | 88  |    |      |             |   |   |   |
| СР                 | 34                    | 33  | 67  | 10 | 6    | 16          | 3 | 3 | 6 |
| CE1                | 41                    | 33  | 74  | 3  | 5    | 8           | 0 | 0 | 0 |
| CE2                | 28                    | 17  | 45  | 9  | 8    | 17          | 0 | 0 | 0 |
| CM1                | 28                    | 8   | 36  | 9  | 0    | 9           | 0 | 0 | 0 |
| CM2                | 22                    | 3   | 25  | 0  | 0    | 0           | 0 | 0 | 0 |
| TOTAL EPP DOHOUNME | 205                   | 130 | 335 | 31 | 19   | 50          | 3 | 3 | 6 |

| CLASSES            | Enrol | ment |     | Repeat | Repeaters Withdrawers |   |   | drawers |   |
|--------------------|-------|------|-----|--------|-----------------------|---|---|---------|---|
|                    | G     | F    | T   | G      | F                     | T | G | F       | T |
| CI                 | 24    | 48   | 72  |        |                       |   | 0 | 0       | 0 |
| СР                 | 25    | 35   | 60  |        |                       |   | 0 | 0       | 0 |
| CE1                | 13    | 30   | 43  |        |                       |   | 0 | 0       | 0 |
| CE2                | 18    | 16   | 34  |        |                       |   | 0 | 0       | 0 |
| CM1                | 8     | 7    | 15  |        |                       |   | 0 | 0       | 0 |
| CM2                | 10    | 2    | 12  |        |                       |   | 0 | 0       | 0 |
| TOTAL EPP DE OUORE | 98    | 138  | 236 |        |                       |   | 0 | 0       | 0 |

| CLASSES             | Enrolment |     |     | Repeaters |   |   | Withdrawers |   |   |
|---------------------|-----------|-----|-----|-----------|---|---|-------------|---|---|
|                     | G         | F   | T   | G         | F | T | G           | F | T |
| CI                  | 34        | 17  | 51  |           |   |   |             |   |   |
| CP                  | 42        | 26  | 68  |           |   |   | 0           | 0 | 0 |
| CE1                 | 16        | 12  | 28  |           |   |   | 0           | 0 | 0 |
| CE2                 | 30        | 15  | 45  |           |   |   | 0           | 0 | 0 |
| CM1                 | 51        | 33  | 84  |           |   |   | 0           | 0 | 0 |
| CM2                 | 73        | 25  | 98  |           |   |   | 6           | 0 | 6 |
| TOTAL EPP MANTA / A | 246       | 128 | 374 | 0         | 0 | 0 | 6           | 0 | 6 |

| CLASSES   | Enrol | Enrolment Repe |     |   | Repeaters |   |   | Withdrawers |   |  |
|---|-------|----------------|-----|---|-----------|---|---|-------------|---|--|
|   | G     | F              | T   | G | F         | T | G | F           | T |  |
| CI  | 35    | 37             | 72  |   |           |   | 0 | 0           | 0 |  |
| СР  | 47    | 32             | 79  |   |           |   | 0 | 0           | 0 |  |
| CE1   | 39    | 22             | 61  |   |           |   | 0 | 0           | 0 |  |
| CE2   |       |                |     |   |           |   | 0 | 0           | 0 |  |
| CM1   |       |                |     |   |           |   | 0 | 0           | 0 |  |
| CM2   |       |                |     |   |           |   | 0 | 0           | 0 |  |
| TOTAL classes communautaires créées<br>au sein de EPP Lagbavé | 121   | 91             | 212 |   |           |   | 0 | 0           | 0 |  |

| CLASSES       | Enrolment |    |    | Repeaters |   |   | Withdrawers |   |   |
|---------------|-----------|----|----|-----------|---|---|-------------|---|---|
|               | G         | F  | T  | G         | F | T | G           | F | T |
| CI            | 13        | 32 | 45 |           |   |   | 0           | 0 | 0 |
| СР            | 0         | 0  | 0  |           |   |   | 0           | 0 | 0 |
| CE1           | 0         | 0  | 0  |           |   |   | 0           | 0 | 0 |
| CE2           | 0         | 0  | 0  |           |   |   | 0           | 0 | 0 |
| CM1           | 0         | 0  | 0  |           |   |   | 0           | 0 | 0 |
| CM2           | 0         | 0  | 0  |           |   |   | 0           | 0 | 0 |
| TOTAL ECOLE   | 13        | 32 | 45 |           |   |   | 0           | 0 | 0 |
| COMMUNAUTAIRE |           |    |    |           |   |   |             |   |   |
| DE LAGBAVE    |           |    |    |           |   |   |             |   |   |

### MULTI-GRADE CLASSES

|                        | Enrolment |    |     | Prom | Promoted |     |    | Withdrawers |    |  |
|------------------------|-----------|----|-----|------|----------|-----|----|-------------|----|--|
|                        | G         | F  | T   | G    | F        | T   | G  | F           | T  |  |
| CI ET CP               | 40        | 48 | 88  | 29   | 34       | 63  |    |             | 0  |  |
| CP                     |           |    | 0   |      |          | 0   | 11 | 14          | 25 |  |
|                        |           |    | 0   |      |          | 0   |    |             | 0  |  |
|                        |           |    | 0   |      |          | 0   |    |             | 0  |  |
| CM1                    | 21        | 6  | 27  | 21   | 6        | 27  | 0  | 0           | 0  |  |
| CM2                    | 14        | 5  | 19  | 10   | 4        | 14  | 3  | 1           | 4  |  |
| TOTAL EPP<br>KOUPORGOU | 75        | 59 | 134 | 60   | 44       | 104 | 14 | 15          | 29 |  |

|                    | Enrolment |    |     | Repeaters |   |   | Withdrawers |   |   |
|--------------------|-----------|----|-----|-----------|---|---|-------------|---|---|
|                    | G         | F  | T   | G         | F | T | G           | F | T |
| CI                 | 21        | 32 | 53  |           |   |   |             |   |   |
| CP                 | 20        | 16 | 36  |           |   |   |             |   |   |
| CM1                | 8         | 3  | 11  |           |   |   |             |   |   |
| CM2                | 27        | 12 | 39  |           |   |   |             |   |   |
| TOTAL EPP<br>IBOTO | 76        | 63 | 139 |           |   |   |             |   |   |